



## Chapin Elementary

940 Old Bush River Road  
Chapin, SC 29036

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	821 Students	
<b>Principal</b>	Harriet B. Wilson	803-575-5900
<b>Superintendent</b>	Stephen W. Hefner, Ed.D.	803-476-8000
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Good</b>
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

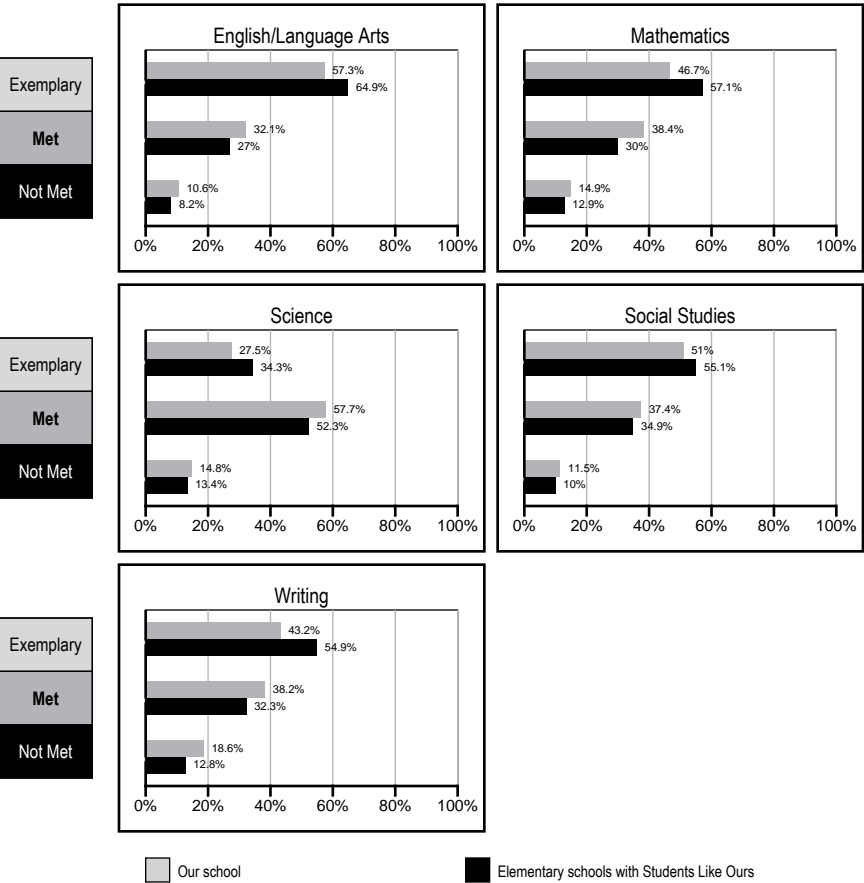
94%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
28	1	1	0	0

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=821)</b>				
First graders who attended full-day kindergarten	98.5%	Down from 99.2%	100.0%	100.0%
Retention rate	0.2%	No Change	0.7%	0.9%
Attendance rate	96.8%	Down from 97.1%	96.8%	96.3%
Served by gifted and talented program	13.3%	N/A	14.4%	7.2%
With disabilities	15.9%	N/A	9.2%	12.4%
Older than usual for grade	0.2%	N/A	0.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=60)</b>				
Teachers with advanced degrees	80.0%	Up from 77.0%	66.7%	62.5%
Continuing contract teachers	88.3%	Down from 91.8%	83.2%	83.3%
Teachers returning from previous year	89.8%	Down from 91.0%	90.5%	88.3%
Teacher attendance rate	88.3%	Down from 93.7%	95.1%	95.0%
Average teacher salary*	\$51,208	Down 0.8%	\$49,508	\$48,193
Professional development days/teacher	7.6 days	Down from 10.0 days	10.0 days	11.0 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.5	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 21.6 to 1	20.7 to 1	20.1 to 1
Prime instructional time	83.9%	Down from 90.2%	91.0%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,964	Up 1.5%	\$6,853	\$7,364
Percent of expenditures for instruction**	70.0%	Up from 69.6%	70.0%	68.0%
Percent of expenditures for teacher salaries**	69.0%	Up from 68.8%	69.0%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Chapin Elementary School is located in one of Lexington Five's most rapidly growing communities. This year, our dedicated staff of more than 100 personnel served approximately 860 students from Preschool through 5th grade. Student performance is the center of all our efforts. CES was a Palmetto Gold recipient, having an "Excellent" Absolute rating on PASS 2011-12, and a Palmetto Silver Award recipient for "Closing the Achievement Gap" on PASS 2011-12.

This school year saw the continuation of the district initiatives. Data Teams continued to focus using various formative assessment data and innovative instructional strategies within the regular classroom to propel student achievement. This process provides greater focus on data-driven instruction for meeting the learning needs of each student. Response to Intervention (RtI) services were provided in kindergarten through 5th grade where data was triangulated and used to identify intentional instructional strategies in the area of reading. The goal of RtI is to have all students reading on grade level by the end of second grade. We are in the third year of implementing PBIS (Positive Behavioral Interventions and Supports), a common language and positive behavior program to ensure student learning flourishes at high levels and that the atmosphere at Chapin Elementary School offers positive experiences for all students.

The CES PTO was chosen as the Lexington Five Volunteer Group of the Year for 2012-13. Our active and enthusiastic PTO was instrumental in supporting our school by providing an electronic marquee, hosting the Boosterthon Fun Run, Innsbruck, Eaglet Fest, Hoops for Hearts, Project Love, Muffins for Moms, Donuts for Dads, and Grits for Grandparents. Each teacher received a check for \$150.00 to spend towards classroom needs.

Learning opportunities at CES are available for students and include literacy blocks for reading, writing, math, science, and social studies; the Academically Gifted Program; Spanish Club; Flag Patrol; Recycling Club; Chorus; Strings; Walking Club; and WCES morning television show. The Student Leadership Council was launched this year to teach more leadership skills and provide service to our community. Our students participated in many outreach events and fundraisers including projects Christgate, We Care, HUB, Hoops for Hearts, Relay for Life, the Justin Pepper Toy Drive, and the Chapin Community Service Day. These activities are critical to ensure that our children increase their community awareness and to show them how their efforts at any and every age affect the community.

The mission of Chapin Elementary School is, "to assure that all students learn at high levels in a supportive environment." To accomplish our mission with the collaborative efforts of our students, faculty, parents, and community, we will continue to provide every child at CES the best possible education in a supportive child-centered environment.

Harriet B. Wilson, Chapin Elementary School principal  
 Renee Holstein, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	126	79
Percent satisfied with learning environment	91.4%	84.1%	88.6%
Percent satisfied with social and physical environment	94.9%	81.8%	86.4%
Percent satisfied with school-home relations	89.8%	90.4%	87.3%

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	87.6
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Chapin Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.9%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	678.5	663.1	641.8	665.3	100.0	100.0
Male	672.9	664.3	642.9	668.3	100.0	100.0
Female	684.4	661.7	640.7	661.9	100.0	100.0
White	682.0	666.5	646.0	668.1	100.0	100.0
African American	647.4	635.8	612.8	631.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	634.4	614.3	601.4	629.2	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	663.9	647.4	629.4	650.7	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2012	3	135	100	6.1	18.3	75.6	93.9
	4	134	100	16.9	30.8	52.3	83.1
	5	153	100	11.3	33.3	55.3	88.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	149	100	11.8	18.1	70.1	88.2
	4	149	100	6.8	32.9	60.3	93.2
	5	136	100	13.4	46.3	40.3	86.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2012	3	135	100	12.2	32.1	55.7	87.8
	4	134	100	13.8	43.1	43.1	86.2
	5	153	100	16	42.7	41.3	84
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	149	100	19.4	32.6	47.9	80.6
	4	149	100	6.8	34.2	58.9	93.2
	5	136	100	18.7	49.3	32.1	81.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2012	3	68	100	16.9	49.2	33.8	83.1
	4	134	100	19.2	70	10.8	80.8
	5	77	100	16	49.3	34.7	84
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	75	100	23.6	30.6	45.8	76.4
	4	149	100	8.8	67.3	23.8	91.2
	5	67	100	18.2	66.7	15.2	81.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2012	3	67	100	3	31.8	65.2	97
	4	134	100	14.6	44.6	40.8	85.4
	5	76	100	10.7	34.7	54.7	89.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	74	100	6.9	38.9	54.2	93.1
	4	149	100	7.5	35.4	57.1	92.5
	5	69	100	25	39.7	35.3	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	153	100	15.3	33.3	51.3	84.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	149	100	22.9	38.2	38.9	77.1
	4	149	100	12.3	36.3	51.4	87.7
	5	136	100	20.9	40.3	38.8	79.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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